

# Using Data to Reduce the Risk

## Management of Student Data to Effectively Coordinate Services for Section 31a Eligible Students

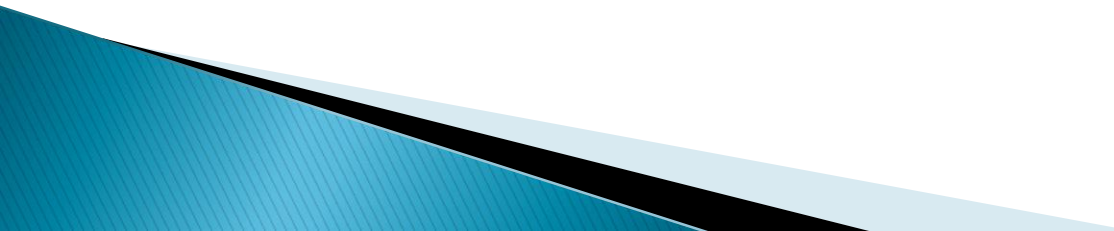
Bethany Deschaine, Lansing Public Schools

Patti Brallier, Dowagiac Union Schools

September 26, 2011

# What is 31 a (At-Risk)

**Program Description:** Section 31 a of the State School Aid Act provides funding to eligible districts for supplementary instructional and pupil support services for pupils who meet the at-risk criteria specified in the legislation

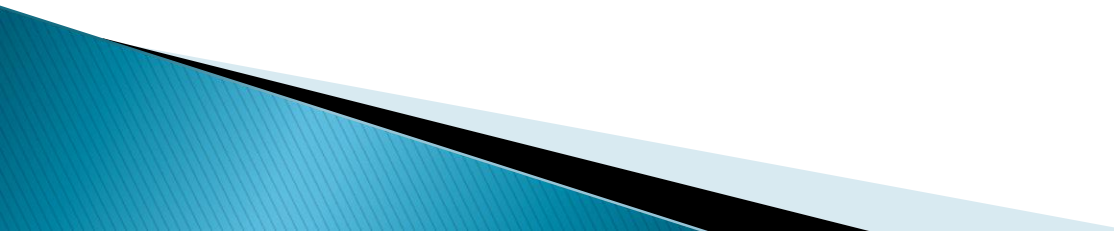


# Allowable Uses of Funds

## *Sec. 31a(4-13)*

All services provided under Section 31a must be supplemental, support a comprehensive program that is based on the needs identified using the Student Eligibility Worksheets and focused on the overall goal of improving student academic achievement.

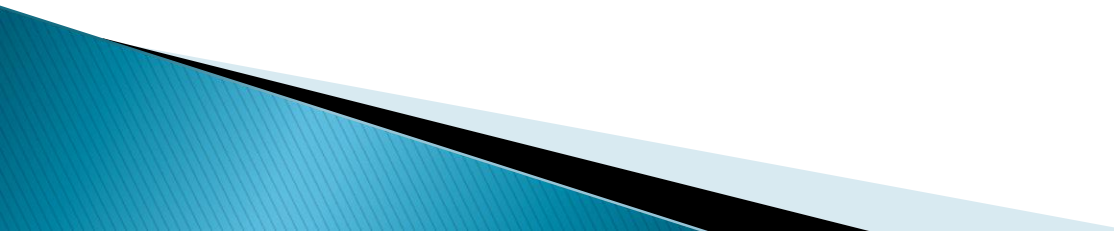
Supplemental is defined as services that are in addition to services provided to all students. Supplemental services cannot replace services required by State or Federal legislation or that have been funded with general funds in the prior year.



# Completion of Worksheets

- ▶ For planning purposes, for the next school year, eligibility worksheets should be completed in the spring. This allows the district to make program and staffing decisions based on the data from the worksheets.

# Defining Criterion

- ▶ Many of the criterion on the Eligibility Worksheets are self-explanatory. However, there are several that need to be defined by the district based on district policy.
  - ▶ For example: Atypical Behavior or Attendance: suspensions, discipline referrals, absences, courses failed.
  - ▶ Setting clear guidelines will allow for consistency in identifying students.
- 

# Eligible Pupils

## *Sec. 31a(17)*

### Pupils who meet at least 2 of the following criteria:

- Victim of child abuse or neglect
- Below grade level in English language and communications skills or mathematics
- Pregnant teenager or teenage parent
- Eligible for free or reduced-price lunch
- Atypical behavior or attendance patterns
- Family history of school failure, incarceration or substance abuse

OR

### Pupils who meet at least 1 of the following criteria:

- Pupils who did not achieve at least a score of Level 2 on the most recent Michigan Educational Assessment Program (MEAP) or Michigan Merit Exam English language arts, mathematics or science test for which results for the pupil have been received.
- Pupils in grades K–3 who are at risk of not meeting the district's core academic curricular objectives in English language arts or mathematics.

# Managing and Monitoring of Student Data

## Step 1

Creation of excel document which includes demographic and academic achievement data to send to principals /administrators that oversee 31a programs.

- ▶ The sample excel document has two tabs, one for grades K–3 and one for grades 4–12. The school names, student names and student numbers on the excel document have been removed. The excel file is used by the principals/teachers to determine if the students meets the 31a criteria.
- ▶ Memo attached to excel document provides 31a guidelines/criteria and steps on tagging students receiving 31a services. Suggestion: On the memo only provide the tags (on the last page) that pertain to your district so the buildings will not use the wrong tag. For example, if you do not have class size reduction in your district, do not provide a tag for the service.





## Office of State and Federal Programs

To: Elementary and Secondary Administrators, At-Risk Funded Staff  
Deputy Superintendent, Chief Academic Officer, and Director of Bilingual Programs

From: Bethany Deschaine

Date: September 17, 2010

Re: Section 31a student eligibility identification form

State and federal 31a regulations require the Lansing School District to document and keep on file the names of students receiving services that are funded with 31a allocations.

'Section 31a of the State School Aid Act provides funding to eligible districts for supplementary instructional and pupil support services for pupils who meet the at-risk criteria specified in the legislation. These criteria include low achievement on MEAP/MME tests in mathematics, reading or science; failure to meet core academic curricular objectives in English/language arts or mathematics (applies to grade K-3 pupils only); or the presence of two or more identified at-risk factors. The funds may also be used for class size reductions in grades K - 6 in schools above the district's poverty percentage. Section 31a funds are limited to direct services to pupils and may not be used for administrative or other related costs.'

The attached Identification of Eligible Section 31a Students Worksheet will help you identify 31a eligible students, document the students who meet the criteria and what services the student is receiving.

The form includes:

Grades K – 3: Ten variables. Five of the variables have been identified. (Seven variables identified for 3<sup>rd</sup> grade)

Grades 4 – 12: Sixteen variables. Twelve of the variables have been identified.

From this list, you will be able to determine who your highest need students are and the areas that need the most services.

Please note that in order to meet 31a eligibility,

Grades K – 3: the student must meet at least one of the criteria listed under Core Academic Objectives Not Met, or at least two under the Risk Factors areas.

Grades 4 – 12: the student must meet at least one of the criteria listed under MEAP/MME, or at least two under the Risk Factors areas.

Review the identification student worksheet and work with your building staff in selecting the students who will be receiving 31a services. When students are selected you will need to place an X under the appropriate column titled "Place an X if student meets 31a criteria and receiving services." and what services they are receiving. The identification worksheet will be your building documentation for auditing purposes. It will be your responsibility to keep this list up to date.

After determining what students in your building meet the 31a criteria and services being offered, you will need to tag the information on CIMS. (Directions on how to tag are on the following pages.) It will be your responsibility to keep the tagging of students up to date. **When a student is no longer receiving 31a services do not remove the tag from CIMS.**

If you have new students enrolled in your building that are not on the list, please add their last name, first name, student number, what at-risk factors the student has, and what services they are receiving at the bottom of the list.

The identification and tagging of services for students will be due by **October 18, 2010**.

Feel free to call me (1044) if you have any questions regarding the form or related issues.

Thank you



**LANSING SCHOOL DISTRICT IDENTIFICATION OF  
ELIGIBLE SECTION 31a STUDENTS WORKSHEET  
2010-11 Semester 1**

Sorted Building by  
Grade by Alpha

**Grades KG - 3**

					LEP	Objectives Not Met (1 area)	
Summerville School	JONES	JOHNNY	555444	KG	No	English Language/Communication Skills (ELA)	Math Skills
Summerville School	SMITH	TRUE	555443	01	Yes		
				01	Yes		
				01	No		
				01	No		
				03	No		
				03	No		
				03	No		
				03	No		
				03	No		
				03	No		
				03	Need Testing		
				03	No		
				03	No		
Snowflake School	SMITH	SUMMER	555440	01	No		
				01	No		
				01	Yes		
				01	No		
				01	No		
				01	No		
				01	No		
				01	No		
				01	No		
				01	No		
				01	No		
				01	No		
				01	No		
				01	No		
				01	No		
				01	No		
				01	No		

\*\* Lunch codes as of 9-14-10

Risk factors (2 areas)										Place an X if student meets 31a Criteria and Receiving Services	Type of Program or Service Program Identification Tag for CIMS is in Parentheses After Program Name																		
Victim of child Abuse or Neglect	Below Grade Level Eng Lang Comm. or Math	Eligible for Free Reduced Lunch	Family History School Failure, Incarceration or Substance Abuse	A typical Behavior or Attendance				Receiving Supplemental Instructional Services (Not part of a student's IEP)															Direct Non-Instructional Supplemental Services						
				2009-2010 # Suspensions	2009-2010 # Discipline Referrals	2009-2010 # of Days Absent	2009-2010 # Course Failures	Supplemental Instruction - ELA (SEI)	Supplemental Instruction - Math (SMA)		Supplemental Instruction - Science (SSC)	Supplemental Instruction - ELL (SLL)	Extended Day - ELA (EXE)	Extended Day - Math (EXM)	Extended Day - Science (EXS)	Extended Day - ELL (EXL)	Reduced Class Size K-3 (RED)	K-3 Early Intervening Programs (EIP)	Reading Improvement (ROI)	Rdg Disorders + Rdg Methods (RDM)	Rdg Mentoring for Mentally Impaired (MEN)	Cognitive Development (COG)	Structured Mentoring-Tutorial Rdg (STR)	Medical + Counseling Services (M/C)	School Health Clinics (SHC)	Security (SEC)			
		Yes		0	0	7.5	0																						
		Yes		0	0	31.5	0																						
		Yes		0	0	15.0	0																						
		Yes		0	0	18.5	0																						
		Yes		0	0	7.0	0																						
		No		0	0	0.0	0																						
		Yes		0	0	8.5	0																						
		No		0	0	3.5	0																						
		Yes		0	0	12.0	0																						
		Yes		0	0	7.5	0																						
		Yes		0	0	15.5	0																						
		Yes		0	0	0.0	0																						
		Yes		0	0	0.0	0																						
		Yes	1	0	5.5	0																							
		Yes	1	0	42.0	0																							
		Yes	0	0	33.5	0																							
		Yes	0	0	34.0	0																							
		Yes	0	0	20.5	0																							
		Yes	0	0	13.5	0																							
		Yes	0	0	20.5	0																							
		Yes	0	0	26.5	0																							
		Yes	0	0	31.5	0																							
		Yes	0	0	5.5	0																							
		Yes	0	0	28.0	0																							
		Yes	0	0	8.5	0																							
		Yes	0	0	32.0	0																							
		Yes	0	0	3.5	0																							
		Yes	0	0	23.0	0																							
		No	0	0	22.0	0																							
		Yes	0	0	24.5	0																							
		Yes	0	0	28.5	0																							
		Yes	0	0	14.5	0																							

**LANSING SCHOOL DISTRICT IDENTIFICATION OF ELIGIBLE SECTION 31a STUDENTS WORKSHEET**  
**2010-2011 Semester 1**

Sorted Building by Grade  
by Alpha

**Grades 4 - 12**

				Fall, 09	Spring, 09	or		* Lunch codes as of 9-14-10		Type of Program or Service																														
				MEAP (1 area)	MME (1 area)	Risk factors (2 areas)				Program Identification Tag for CIMS is in Parentheses After Program Name																														
				Only scores of level 3 or 4 meet criteria.	Only scores of level 3 or 4 meet criteria.			A typical Behavior or Attendance		Receiving Supplemental Instructional Services				Supplemental Reading Programs Only Grades K-4 (Not part of a student's IEP)		Supplemental Rdg Prgrm	Direct Non-Instructional Supplemental Services	Supplemental Instructional Prgrms - Adult Ed																						
				Level 3 or 4 Reading	Level 3 or 4 Math	Level 3 or 4 Science	Level 3 or 4 Reading	Level 3 or 4 Math	Level 3 or 4 Science	Victim of child Abuse or Neglect	Below Grade Level Eng Lang Comm. or Math	Pregnant Teen or Teen Parent	Eligible for Free Reduced Lunch	Family History School Failure, Incarceration or Substance Abuse	2009-2010 # Suspensions	2009-2010 # Discipline Referrals	2009-2010 # of Days Absent	2009-2010 # Course Failures	Supplemental Instruction - ELA (SEL)	Supplemental Instruction - Math (SMA)	Supplemental Instruction - Science (SSC)	Supplemental Instruction - ELL (SLL)	Extended Day - ELA (EXE)	Extended Day - Math (EXM)	Extended Day - Science (EYS)	Extended Day - ELL (EXL)	Credit Recovery (Non-Social Studies) (CRR)	Rdg Improvement (RDI)	Rdg Disorders + Rdg Methods (RDM)	Cognitive Development (COG)	Rdg Mentoring for Mentally Impaired (MEN)	Structured Mentoring-Tutorial Rdg (STR)	Medical + Counseling Services (TMC)	School Health Clinics (SHC)	Security (SEC)	Adult High School Completion (HSC)	General Ed. Dev. Test (G.E.D.) Test Preparation (GED)	Adult Eng. As a 2nd Language - ESL (AEL)	Adult Basic Ed. Programs (ABE)	
Summerville School	JONES	JOHNNY	555444	04	No	2	2					Yes		0	0	11.0	0																							
				04	No	3	3					Yes		0	0	9.5	0																							
				04	Yes	1	3					Yes		0	0	0.0	0																							
				04	Need Testing							Yes		0	0	0.0	0																							
				05	No	1	1					Yes		1	0	18.0	0																							
				05	No							Yes		0	0	0.0	0																							
				05	No	2	2					Yes		2	0	24.5	0																							
				05	Need Testing	3	1					Yes		1	0	10.0	0																							
Middle School	JONES	SUNSHINE	555441	06	Yes	3	4	2				Yes		0	0	11.0	0																							
				06	No	2	2	3				Yes		0	0	3.0	0																							
				06	No	2	2	2				Yes		0	0	7.5	0																							
				06	No	3	3	2				Yes		0	0	28.5	0																							
				07	No	1	1					Yes		0	0	18.0	0																							
				07	No							No		0	0	14.0	0																							
				08	No	2	3					Yes		1	0	23.0	0																							
High School	TABLER	ALFONSO	555440	09	No	4	4	4				No		4	9	27.2	0																							
				09	No							Yes		1	0	5.5	3																							
				09	No	3	4	3				Yes		0	3	7.3	0																							
				09	No	2	3	4				Yes		0	4	83.8	0																							
				09	No	2	1	1				Yes		0	0	1.2	0																							
				10	No				3	4	4	Yes		0	1	17.2	0																							
				10	Yes							No		0	1	12.2	5																							
				10	No							Yes		0	1	3.3	0																							
				11	Yes				4	4	4	Yes		0	0	5.7	2																							
				11	No							Yes		0	0	12.2	0																							
				11	No			2	4	2		Yes		1	0	47.3	1																							
				12	No			2	4	3		No		0	1	3.7	0																							
				12	No			2	3	2		Yes		0	0	2.5	0																							
				12	No			1	1	1		No		0	0	7.0	0																							

## Step 2

Services provided are documented on the spreadsheet. Spreadsheet is used to tag the students on the student system and for auditing purposes. The spreadsheet is kept in the building with the principal.

# Establishing a Process/Timeline for Removal or Addition of Students

- ▶ The Eligibility list is fluid, in that circumstances can change. The district needs to determine what process/timeline that will be established to review the list and make necessary changes.

## Step 3

- ▶ Retrieve data from student system, verification of data, produce reports\*.

The following slide is a sample of one of the reports produced.

*\*Data merging and reports created with: PASW Statistics.*

*PASW stands for Predictive Analytics SoftWare. Previous name SPSS.*





**Lansing School District  
Section 31a 2010-11 Report**

[DataSet1] L:\Bethany\Section 31A\1011\31a Year End Report 7-7-11.sav

**Total Unduplicated Number of At-Risk Students  
Served by Free/Reduce Status**

Count

	F/R Eligible		Total
	No	Yes	
count' 1	857	6163	7020
Total	857	6163	7020

**31a Program by Student Free/Reduce Status Duplicated Count 7-14-11**

Count

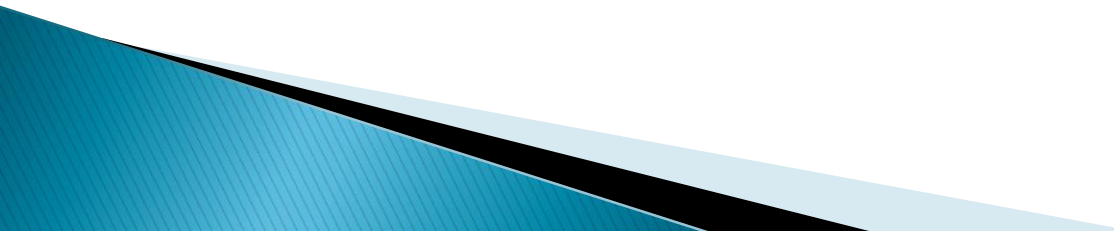
	F/R Eligible		Total
	No	Yes	
Medical/Counseling	391	2658	3049
Credit Recovery	97	460	557
Supplemental Instruction Ext. Day ELA	1	18	19
Supplemental Instruction Ext. Day ELL	0	4	4
Supplemental Instruction Ext. Day Math	8	50	58
Alternative Education	47	129	176
Reading Improvement	10	119	129
Rdg Disorders/Rdg Methods	2	30	32
Security	237	2514	2751
Supplemental Instruction ELA	385	2803	3188
School Health Clinic	82	688	770
Supplemental Instruction ELL	35	337	372
Supplemental Instruction Math	283	1826	2109
Supplemental Instruction Science	155	734	889
Structured Mentoring/Tutorial Reading	2	52	54
Total	1735	12422	14157

\*Data merging and reports created with: PASW Statistics.  
PASW stands for Predictive Analytics SoftWare  
(Previously known as SPSS)

# Student Activity Logs



# What are Student Activity Logs

- ▶ Are documented list of eligible students, time and activities.
  - ▶ Student Activity Logs must be completed by positions that are funded by Section 31 a.
  - ▶ Logs must be kept up to date and maintained at the site.
- 

# Dowagiac Union Schools

## Grant Student Activity Log

Name: \_\_\_\_\_ Building: \_\_\_\_\_

Title: \_\_\_\_\_ Grant: \_\_\_\_\_

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

TOTAL TIME: \_\_\_\_\_

TOTAL BY SOURCE (Percentage): \_\_\_\_\_ (T1A) Title 1 A

\_\_\_\_\_ (A) At Risk (Section 31a)

\_\_\_\_\_ (T1C) Title 1 C

\_\_\_\_\_ (G) District General Fund

MONDAY			
TIME	ACTIVITY	STUDENT (S)	FUNDING SOURCE

TUESDAY			
TIME	ACTIVITY	STUDENT (S)	FUNDING SOURCE

WEDNESDAY			
TIME	ACTIVITY	STUDENT (S)	FUNDING SOURCE

THURSDAY			
TIME	ACTIVITY	STUDENT (S)	FUNDING SOURCE

FRIDAY			
TIME	ACTIVITY	STUDENT (S)	FUNDING SOURCE

EMPLOYEE \_\_\_\_\_ DATE: \_\_\_\_\_  
SIGNATURE: \_\_\_\_\_

SUPERVISOR \_\_\_\_\_ DATE: \_\_\_\_\_  
SIGNATURE: \_\_\_\_\_

Lansing School District: Student Assistance Provider  
**AT-RISK STUDENT DOCUMENTATION**

**Employee:** \_\_\_\_\_

**Title:** \_\_\_\_\_

Month: \_\_\_\_\_

**2011-2012 School Year**[illegible]

**Ethnicity Code:**

- 1 -Native American  
2 -Asian American  
3 - Black  
4 - Native Hawaiian  
5 - Caucasian  
6 - Hispanic  
7 - Multi

**Legend for Reason for Contact:**

- A = Attendance  
B = Behavior  
C = Academic  
F = Family

**Lansing School District**  
**Instructional Assistant Compensatory-Education Activity Log**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

[illegible]

## Contact Information:

Bethany Deschaine, Office of State and Federal Prgms  
Lansing School District (517) 755-1044

Patti Brallier, Consultant for Dowagiac Union Schools  
(269) 782-4416, (231) 557-7946

